DOCUMENT RESUME

ED 210 883 EC 140 685

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TITLE The Development of a Least Restrictive Learning Environment. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.
INSTITUTION National Inservice Network, Bloomington, Ind.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
PUB DATE Apr 81
GRANT G007801840
NOTE 42p.; For related documents, see EC 140 684-687.
AVAILABLE FROM National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; *Educational Resources; Elementary Secondary Education; Human Resources; *Inservice Teacher Education; *Mainstreaming; Program Development

ABSTRACT

The facilitator's guide is for an inservice training module on the development of a least restrictive environment for handicapped children by regular and special education teachers. The guide includes an introductory lecturette providing an overview of least restrictive learning. Activities are suggested to help participants identify the school's human resources, physical resources, and the resources of special programs; and to develop a program in the least restrictive environment for first a hypothetical child and then a real child. Case materials on the hypothetical child are appended. (DB)

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THE DEVELOPMENT OF A LEAST RESTRICTIVE LEARNING ENVIRONMENT

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EC140685

Acknowledgments

To each of the authors and the many school-based practitioners in Michigan, Indiana, Colorado, and Wisconsin, we thank you for your participation in the development of these training modules. It is our belief that personnel in service to the handicapped student will benefit from your contribution to this series.

The editors would also like to acknowledge Paul Solaqua, a managing editor at Allyn and Bacon, Inc., and Mr. Paul Brookes of Brookes Publishers for their interest and feedback on this series.

Finally, the editors would like to extend their sincere thanks to Valerie Merriam for her tenacious and thorough editorial work that has finally made this series a reality.

This document was produced through a training project funded by Grant No. G00781840, Division of Personnel Preparation, Office of Special Education/Rehabilitative Services, to Indiana University regular education training project, which is solely responsible for the opinions expressed herein.

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INTRODUCTION

In the last five years, educators have been forced to evaluate the purpose of educational programs for the handicapped. This evaluation process has been stimulated by social movements addressing humanitarian issues and by litigation regulating procedures for the allocation of educational services to children.

Recent federal legislation emphasizes the inclusion of handicapped children in the public school system and the development of least restrictive educational programs. All educators are being forced to consider the education of handicapped children within regular programs. Special educators are being compelled to integrate their teaching techniques into regular education programs and regular educators are being forced to assume some responsibility for the education of handicapped children. The image of the special educator as the keeper and the teacher of the handicapped is facing critical examination. The result is confusion and uncertainty concerning the responsibility of the school in providing educational services for handicapped children.

Inclusion, rather than exclusion, in regular school programs is demanded by the courts. However, traditional classroom environments and procedures often present insurmountable obstacles to handicapped children. Regular and special educators are being asked to work together to identify conditions that restrict a child's entry into a regular program

and devise program modifications based on the individual child's needs. Providing appropriate programs for handicapped children may require the adjustment of some established procedures. Traditional teaching methods may have to change in order to compensate for different handicapping conditions within the regular classroom.

The training program presented in this paper raises issues affecting the development of least restrictive learning environment for handicapped children. Providing educational programs for handicapped children is a complex issue involving the individual child's needs, the school's resources, and the possible modification of those resources to meet the child's needs. The purpose of the activities in this module is to provide a process that the members of a school staff can use to gather the information they need to plan the least restrictive educational program for each child.

Goal and Activities

The goal of the following activities is designed to increase the educator's knowledge of the issues affecting the development of the least restrictive learning environment for handicapped children. Specifically, the sessions will focus on the following issues:

1. The identification of the human resources available in a school building,
2. The identification of the unique physical and structural resources in a school building,
3. The identification of various educational programs available in a school building, and

4. The development of a least restrictive learning environment for an individual child.

Training Design

The training activities outlined in this module may be used in a one-day workshop or in several short sessions. Whatever format is selected, the sessions should be presented in sequential order. Each session provides background material necessary for the completion of the following activities. Trainers should avoid selecting one session in isolation.

The materials presented in this chapter include:

I. An Overview of the Least Restrictive Learning Environment

II. The School's Human Resources

III. The School's Physical Resources

IV. The Resources of Special Programs

V. Development of a Least Restrictive Learning Environment

Introductory Lecturette

This material provides participants with information explaining the complex issues involved in developing least restrictive learning environments for handicapped children. It is important that this information be given to participants in a situation where they have time to read the material, question the content, and critically discuss the implications. The material should be presented at the beginning of the workshop and discussed in small groups. Trainers can function as moderators for these discussions.

Group discussions should emphasize the social and educational problems encountered when planning educational opportunities for children with many different handicapping conditions. The legal impetus for providing the least restrictive learning environment for handicapped children in conjunction with the problems created by changing an established system should also be discussed.

Overview

The Development of a Least Restrictive Learning Environment

Least restrictive learning environment is an educational concept that has recently emerged in response to legal pressures for schools to provide the most appropriate and the most "normal" educational program for each handicapped child. This section is an attempt to develop the concept of the least restrictive learning environment in a way that focuses on the educational process as it is functioning and as it needs to function if restrictive educational programs for handicapped children are to be avoided.

The term least restrictive learning environment means a learning environment where the child has the opportunity to learn to his fullest potential in the most normal educational situation possible. At the operational or instructional level this term can best be understood as the result of the interaction between the specific identified needs of the student and the human, instructional, and physical resources of the school. This definition implies a dynamic changing

relationship between the variables. This concept is consistent with the view that a human environment is an open system which responds to the interaction between its parts.

The restrictiveness of a school's environment can be judged by the range of educational alternatives available for any given child, and the extent to which these alternatives are in response to the needs of that child. These alternatives are derived by modifications in the human, temporal, instructional, and physical resources of the school in direct response to the needs of the student.

The student may need special instruction or instruction through specific instructional media or a structured sequence of instructional experiences. The needs of the student may be in the social area; the child may need to have more interaction with non-handicapped peers, or be given structured opportunities to acquire appropriate group behavior. The student may need to learn basic social self-help skills in a normal, open environment.

The student's needs may be vocational. He/she may need information about a wide range and variety of career choices. He/she may need to develop the skills and attitude to reach his/her vocational goals.

The human resources are comprised of the attitudes, skills, and knowledges of all the persons available to the school. Building staff, professional and paraprofessional, instructional and noninstructional, are part of these resources. The staff accessible to the building from the central office constitute another part of the human resources. Parents

and other concerned citizens complete the human resources dimension of the least restrictive environment.

The size, age, and grounds of the school building are the major determinants of the physical component of the school's resources. The arrangement of the classrooms within the building and the space within each of those classrooms are other attributes of the physical resources of the school. The instructional resources of the school are the curricula, media, and the instructional materials available to the school. These may be in the building or obtainable from a district or regional instructional or media center. The curricula and materials may be commercially produced or developed and produced by the staff of the school.

The temporal resource is defined by the time usage pattern in the building. The way the school day, week, and term is divided can influence the time available for teacher training, long range instructional programs, extra curricular social or athletic events, and the feasibility of different instructional sequences. The least restrictive environment is not obtained by the mere presence of a variety of placement options for a given child. Rather the least restrictive environment is derived by the <u>interaction</u> of the school's resources and the child's needs.

No child should be restricted from participating in any educational program, special or otherwise, deemed important to his academic, social, emotional, or physical growth. A few handicapped children do require very specialized programs in

all areas while others require special programs in only one or two areas. The majority require only simple alterations in existing programs in order tc grow and learn in regular school classrooms. Special programs are essential but a child aasigned to them must also retain his right to enter regular classroom programs as they become appropriate to his total education.

The least restrictive learning environment affords handicapped children the right to a free and appropriate education. The adaptations necessary to increase the availability of educational experiences must be provided for them as members of the system. This means accepting the child as a member of the regular educational system and assuming responsibility for his education within that system. The concept of the least restrictive learning environment implies that it is the right, not the privilege, of the handicapped child to be included in educational programs with his non-handicapped peers.

The least restrictive learning environment for a handicapped child describes the relationship between the educational needs of the handicapped child and the resources within the school. Development of a least restrictive learning environment requires applying as well as modifying the resources of the school to meet the educational needs of the child within the school environment.

In summary, the development of a least restrictive learning environment for any child includes three steps:

1. The identification of the child's learning needs;

2. The identification of the resources available within the school environment;
3. The modification of school resources restricting the child's learning environment.

In order to identify the child's educational needs, a method for collecting information about the child must be outlined. Traditionally, the needs of a child have been identified in four categories: intellectual, emotional, social, and physical. However, the categories are labeled, the needs of the handicapped child are multifaceted and assessment must be multifaceted. Educational programs must be based on more than one evaluation and on the opinions of more than one discipline. Education, psychology, and speech and language are common disciplines represented in schools throughout the country. Although they represent different aspects of the child's learning needs, they all operate within the educational setting, which precludes assessment without the existing restrictions of the educational setting. Information must be gathered from other sources, both professional and non-professional, concerning the child's performance and needs in all four categories. The assessment of professionals such as the pediatrician, the neurologist, or the psychiatrist as well as the perceptions of the parents, the child, and his peers should be included in the development of an educational program. All of these areas are not important for every child, but when they are important, they should be considered. Their inclusion provides educators with more complete information and thus the ability to more effectively

modify the school environment to meet the child's needs.

Once the child's needs are identified, the resources within the school must be identified. Resources in the school must not be limited to teachers, classes, and grade levels. These may be the most obvious but may not be the most important to the handicapped child. School resources may be divided into two areas: human resources and building resources.

Human resources are the people within the school and their potential contribution to the school, the children, and the learning process. "People" refers not just to the teaching and administrative staff but to clerical, volunteer, and even custodial staff. All may have something to contribute to the education of children. A custodian who particularly enjoys talking to first and second grade boys can become a valuable resource. The contributions a parent volunteer who plays the piano and a secretary who teaches typing in the evening can easily be forfeited if their abilities are unknown and not considered resources within the school.

The teacher's attitude toward handicapped students and the needs of the teacher are key attributes of the human resources of the building. The teacher's willingness to attempt to make the necessary modifications in the teacher-pupil interaction pattern, in curriculum, or in the use of instructional materials will be major factors in increasing the educational alternatives available to the student.

Similarly, the needs of the teacher play a key role in the definition of the human resources available. The teacher probably wishes to feel successful, satisfied, and professional.

Each teacher may bring a very individual and personal meaning to those terms. These differences need to be made explicit so that the teacher's personal goals and objectives can be taken into account as a critical factor in the development of least restrictive learning environments.

Building resources are the physical space within and around the school. The size, the location, and the physical plan of the school must be investigated. How large is the building? What kind of architectural barriers are present that would restrict the mobility of a child in a wheelchair or a walker? Is the school on a potentially dangerous, busy street? Is the playground blacktop, dirt, or grass? What kind of playground equipment is available? What type of bathroom facilities are available and where are they located? What type of furniture is available? These types of questions must be raised if school personnel are to become aware of their building's possible restrictions to a handicapped child. Often the completion of minor modifications will eliminate major barriers. The construction of a ramp may be all that is necessary to allow a wheelchair unobstructed entry into a building. Latches instead of doorknobs represent another simple modification. Moving a class located on the second floor may be all that is necessary to open it to a non-ambulatory child. These modifications exemplify the many barriers present in school building and the simple alterations necessary to eliminate them. Some building modifications are impossible or only possible with extensive renovation. These also need to be identified and addressed; however, immediate entry into

an educational program should not be denied because of these restrictions. In these cases, the use of other buildings in the area should be considered.

The development of a least restrictive educational alternative for any child demands that the child's educational needs be discussed in relation to the resources within the school. At times, additional resources will be necessary to provide an educational program for a handicapped child. But, most of the time, the child's needs can be met by modifying the environment in a systematic manner to eliminate restrictive conditions.

In order to develop the least restrictive learning environment for a handicapped child, all educators must understand the three planning steps necessary. Additionally, educators must understand that the planning and modifications are not special favors but the legal right of the handicapped child and the responsibility of all educators, not just special educators. Only then will the concept of the least restrictive learning environment allow the educator freedom to explore a variety of program options for the handicapped child.

The following activities will train a staff to (1) identify the resources of their school and (2) develop a technique to marshall these resources to respond to the identified needs of a student. The school will be viewed as a complete system composed of three key components: human resources, physical resources, and instructional resources.

Human resources are the people available to the school, their skills, their attitudes, and their expectations. Since

the classroom teacher is a key human resource the human resources training activity will focus on the identification of each teacher's unique talents, success descriptors, and expectations. This particular activity can be adapted for use with any group of personnel that are a part of the human resources of the school.

The physical resources include such internal features as the dimensions of the building, the types and number of classrooms, the treatment of interior surfaces, the placement and types of lavatories. External to the school building, but a part of the physical resources, are items such as the size of the playground, the playground equipment, the surrounding neighborhood, and the proximity of other schools.

Examples of instructional resources are curricula, instructional media, support services external to the building, e.g., itinerant speech therapist; support services in the building, e.g., the counselor, sequence of courses, books, and teacher made and commercial instructional materials.

The activities used to identify the physical and instructional resources will be discussed as a large group activity by the entire staff. This approach increases the probability that all of the resources known to the staff will be identified.

The last set of activities focuses upon matching the resources of the school to the needs of a child. The staff is taught to assess a child's specific needs and then to specify those elements of the school environment to be modified in order to create the least restrictive instructional environment

for that child. First, a hypothetical child is used as practice for the staff, then the staff is asked to use the process to develop the least restrictive environment for a child in their own building.

Activity I

Identifying the Specific Teacher Resources

Method: Individual and group reporting.

Configuration: Individuals, triads, quartets.

Materials: Staff resource worksheets and newsprint, large sheet of newsprint titled: "Resources of our School": (Figure 4).

Expected Outcome: Consolidated list of the human resources.

Procedures:

(1) Trainer distributes staff resources worksheet (Figure 1).

(2) Each participant is to fill out the worksheet and select one other person and tell them what they have written on the worksheet.

(3) The pairs then select one other pair with whom they will share the worksheets.

(4) Each member of a pair introduces the other member of the pair by telling about that person's skills and interests.

(5) The quartet discusses the skills and interests of its members and decides which ones to "publish".

(6) The "published" list of skills, interests, success descriptors and expectations is written on newsprint and posted on the wall near the quartet.

(7) Each quartet reports to the rest of the group by introducing the list of skills, interests, success descriptors, and expectations. The reporter should attempt to accurately describe each of the items posted.

(8) The rest of the staff asks questions for clarification.

(9) After each quartet has reported, the trainer attempts to identify any one or all of the following: skills or interests that seem to be especially germane to development of educational programs, especially for exceptional children.

(10) The trainer selects some items from the posted lists and writes them in the "Human Resources" column of the School Resources Sheet.

Evaluation

(1) How useful was this activity to your understanding of the staff resources of your building?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(2) How feasible was this activity for your classroom or school?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(3) How much do you feel was accomplished by participating in this activity?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(4) Please make your comments about this activity.

Activity II

Identifying the Unique Physical Resources of the School Environment

Method: Brainstorm

Categories: Both outside and inside of the building.

Configuration: Total Group

Expected Outcome: Lists of the unique resource characteristics of the school.

Materials: Pairs of sheets of newsprint labeled: Physical resources outside of our building; Physical resources inside of our building.

Procedures:

(1) The trainer gives the instructions for the brainstorm: "For the next 10 to 20 minutes you are going to try to name all of the physical things that are not inside this school building, but are on or near the school grounds. These things might include the playground, the neighborhood, the school's proximity to open spaces, etc. When I tell you to start, I want you to name whatever comes to your mind. I'll record your items on these sheets of newsprint. There are no right or wrong anwers, we just want to be sure that we don't overlook anything."

(2) The trainer then prompts the group to begin and records the responses.

(3) After all the items are recorded the trainer turns to the newsprint headed "Inside the Building" and offers the following prompt: "Now we're going to

look at the unique physical resources within this school building. The types of classrooms, the floor coverings, and the relative arrangement of the various classrooms are examples of what might be included in the physical resources that are inside the building.

(4) Repeat of the "Brainstorm" procedure in step 1.

(5) After each list is completed the trainer reviews each item with the group to clarify any questions about the meaning of each item on each list and places the items in the "Physical Resources" column of the Resources of our school worksheet.

Evaluation

(1) How useful was this activity to your understanding of the physical resources of your school.

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(2) How feasible was this activity for your classroom or school?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(3) How much do you feel was accomplished by participating in this activity?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(4) Please make your comments about this activity.

Activity III

Identify the Instructional Resources of the School

Method: Group Report

Configuration: Total Group

Materials: Marker and newsprint

Procedures:

(1) Trainer gives the group the following prompt: "During this activity, we are going to identify the variety of instructional programs that are available in our school. I have several sheets of newsprint, each one labeled with a different program element (sheets labeled: regular classrooms, special rooms, support services).
I want you to list the programs in this building under each label. For the regular classrooms tell me how many of each grade there are, name each of the special rooms, and then name each of the supportive services, like the school nurse, the lunch or breakfast program, the school social worker, etc."

(2) The trainer records the items from the group on the School Resources Worksheet (Figure 4).

(3) For each of the special programs a representative of that program is asked to give a brief description of that program. This description is included in the list.

Evaluation

(1) How useful was this activity to your understanding of the resources within your building?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(2) How feasible was this activity for your classroom or school?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(3) How much do you feel was accomplished by participating in this activity?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(4) Please make your comments about this activity.

Activity IV

Developing the Least Restrictive Environment for a Hypothetical Child

Method: Small group application of information.

Configuration: Task groups of three or five depending upon total number of staff.

Materials: Data bank on hypothetical child.

Expected Outcomes: Each task group will produce a plan for providing the least restrictive environment for the hypothetical child. The plan must show what modifications in the school's resources will be made to meet the needs of the child.

Procedures:

(1) Group is divided into subgroups of three or five.

(2) Trainer gives directions: Our goal for this activity is to develop some ways of using the resources of our school to meet the needs of a child within the least restrictive educational environment for that child. You will go through five steps:

a. Define the child's need.

b. Identify the resources available in your school to meet those needs.

c. Identify the modifications that would need to be made so that the appropriate learning environment would be provided for the child.

d. Indicate evaluation format for child's progress.

e. Indicate how you might re-evaluate to determine necessary readjustments to the least restrictive learning environment.

(3) Trainer distributes data bank on hypothetical child (Appendix 1).

(4) Trainer gives the directions: "You have the data

on (child's name). Discuss this information in your task groups and arrive at a statement for each of the following: Intellectual needs, the child's emotional needs, and the child's social needs."

Write your needs statement in such a way that it shows what part of the data has led you to think that the need exists. For example, "Based on the child's score on the auditory portion of the Metropolitan Read Test, we believe that one of the intellectual/academic needs of this child is _____."

(5) The trainer distributes a copy of the child programming matrix (Figure 2) to each task group.

(6) The trainer gives the directions: "For each of the needs that you identified indicate classroom resources that must be modified to meet that need." In the square under that resource write in what the modification is.

(7) In the column headed "Success Indicators" write down what behaviors would indicate that a modification has worked. These behaviors may be those of the teacher or the child, or a combination. They must be observable.
When you have finished this matrix, I will give you the second matrix.

(8) Trainer distributes LRE matrix (building) and gives the directions, "This matrix will give us the chance

to develop the modifications in the building resources so as to better meet the needs of (child's name).

You are to follow the same procedure in filling out this matrix as you followed in filling out the classroom matrix. The difference is that in this matrix you are to define what modifications must be made in the resources of the building to support and reinforce the least restrictive environment for the child."

Evaluation

(1) How useful was this activity for increasing your ability to match the school's resources to a child's needs?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(2) How feasible was this activity for your classroom or school?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(3) How much do you feel was accomplished by participating in this activity?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(4) Please make your comments about this activity.

Activity V

Develop Same Plan for One Handicapped Child in Your School

Evaluation

(1) How useful was this activity to your ability to develop the least restrictive instructional environment for a handicapped child.

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(2) How feasible was this activity for your classroom or school?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(3) How much do you feel was accomplished by participating in this activity?

1	2	3	4	5	6	7	8
Very Little		Some		Quite a Bit		A Very Great Deal	

(4) Please make your comments about this activity.

Staff Resources Worksheet

As a teacher of _____ I am
(grade or subject)

skilled at _____,

my strongest point as a teacher is my ability to _____

_____

To feel successful in my classroom, I need_____

_____. In my classroom I expect students

to _____.

The things that I like to do outside of school are: _____

_____.

In my classroom I expect to _____.

My three strongest interests are:

1. _____

2. _____

3. _____

Figure 1

Child Programming Matrix

Child's Needs	Space	Curriculum	Teacher/pupil Interaction	Time and Schedule	Peers Interaction	Success Indicators
Intellectual						
Social						
Emotional						
Physical						

Figure 2

Least Restrictive Environment Matrix

(Building)

Child's Needs	Classroom	Special Rooms	Physical Plant	Grounds & Surroundings	Special Programs	Time & Schedule	Success Indicators
Physical							
Social							
Emotional							
Intellectual							

Figure 3

Resources of Our School

Human Resources	Physical Resources	Instructional Resources
Skills		
Interests		
Expectations		
Success Needs		

Figure 4

APPENDIX A*

CASE MATERIALS--FRED

EDUCATIONAL CONCERNS: FRED ELM

Fred's classroom teacher, Ms. Miller, recently requested aid in devising strategies for dealing with his learning and behavioral problems. She made the following referral.

Referral

To: Principal

From: Ms. Miller, Teacher

Re: Request for Individual Child Study for Fred Elm

Fred is at the bottom of his class academically. He is also a behavior problem and may be experiencing emotional difficulties. I would like to know what his intellectual capabilities are, and to have some guidelines for dealing with him in the classroom.

I feel that Fred is not able to compete intellectually with the other students. It takes him a long time and much practice to learn anything new. He does not seem able to stay in his seat and work independently for more than five to ten minutes at a time. He likes individual attention and uses many ruses to get it.

Fred does not get along with the other students. He starts fights, is loud and verbally belligerent, and often tells lies about them.

*Tracy, Michael L., Gibbins, Spencer, and Kladder, Fred W. Case Conference: A Simulation and Source Book - Second Edition, pages 249-255.

Social Worker's Report

At the request of the CASE Conference committee, I visited Fred's mother, Mrs. Elm, at home to collect information which might have bearing on his poor behavior and lack of progress in school.

Mrs. Elm feels Fred's behavior is his main problem. He fights with the neighborhood children and his younger sister. Every year Fred has become more sullen and disobedient at home, she says.

Fred has always had trouble in school. His first grade teacher suggested that he be retained, but Mr. Elm objected that it would be a "disgrace" for the family. Fred was promoted. In the past couple of years, Mrs. Elm says Fred has been acting increasingly as if he has little self confidence. He seems to think he is a failure. When she tries to help him with his school work, he gives up quickly, saying, "I'm too dumb." His younger sister is an A student in the second grade.

Fred developed normally as far as she can remember. He walked and talked on schedule. At age 2½ Fred had a high fever for several days as a result of a severe case of pneumonia.

Mr. Hale
Social Worker

Memo

To: Principal, Psychologist, and Ms. Miller

From: Mr. Cosgrove, Guidance Counselor

Re: Available Information on Fred Elm

Prior to Fred's referral, I checked the information in Fred's cumulative files and made contact with professional agencies which have provided services to his family.

Fred has consistently made Cs, Ds, and some Fs, throughout his school career. He has always scored below grade level on achievement tests.

Last year he was seen by the Regional Mental Health Center for a brief intake interview. His mother did not make a second appointment. The psychologist's clinical impression was "borderline retardation with behavioral problems."

Four years ago Fred's family was seen six times for family counseling at the Family Service Association. The counselor has since left the agency, so no information was available.

Fred passed the vision screening test given this fall. He also passed the hearing screening test which is given in the first grade.

Psychological Report

Name: Fred Elm

Birthdate: 3/31/62

Age: 11-0

Teacher: Ms. Miller, Grade 5

Tests Administered: Bender-Gestalt, WISC, Tasks of Emotional Development (TED), Wide Range Achievement Test, Gray Oral Reading Test.

Classroom Observation: Prior to being tested, Fred was observed for an 80 minute period in the classroom and 15 minutes on the playground. Fred had been assigned a work sheet to complete. He did not do so. Much of his time was taken up by trips to the wastebasket, pencil sharpener, and restroom. He often raised his hand and asked the teacher unrelated questions. Twice he attempted to distract studying neighbors, by poking them. Fred did better at staying on task when he was working in a small reading group with the teacher and three other students. At recess Fred kept to himself, bouncing a ball in one corner.

Mrs. Miller said that Fred does best in small groups or in a one-to-one tutoring situation. She bemoaned the fact that she has 35 students, which does not allow her much time for dealing with individual difficulties.

Clinical Impressions Based on Test Behavior: Fred is an eleven-year-old boy of average physical development. He is highly verbal, telling long, detailed stories of exploits which seem untrue or gross exaggerations. Probably, because of his verbal skill, Fred comes across as rather intelligent.

Perhaps more understanding and judgment have been expected of him then he truly possesses. Fred doesn't seem to have much confidence in his intellectual abilities. When presented with a new task he either withdraws, gives any answer than comes to mind, or begins a new story about his "daring exploits."

He did not exhibit distractibility or other signs of the hyperactive child syndrome.

Test Results: Fred's intelligence as measured by administration of the WISC is in the borderline retarded range. He scored well below the mean on all subtests except Information and Vocabulary.

According to administration of the Wide Range Achievement Test, Fred is reading on the late first grade level and doing math and spelling on the second grade level. When given the Gray Oral Reading Test, he scored at the early second grade level. He read quickly, often guessed, and occasionally omitted words.

His visual-motor skills as measured by the Bender-Gestalt were two years below age level. This low score may be entirely due to Fred's haste in completing the designs.

On the Draw-A-Person test he drew a very small picture in one corner of a large piece of paper. The corners of its mouth were turned down in a frown.

On the TED, Fred's responses indicated much conflict around: socialization with peers, inhibition of aggression, sibling rivalry, and inadequacy of self-concept.

Intrepretation and Summary: Fred is operating intellectually in the borderline retarded range. His academic skills are several years behind grade level. Emotional problems, particularly a sense of inferiority and poor sibling and peer relations were indicated. Probably several years of academic failure has been a big contributor to Fred's lack of emotional well-being. He has developed several behaviors that keep him from getting down to work in the classroom: manipulating the teacher, leaving his desk, and talking rather than working.

Fred needs to be placed in a classroom situation where he can experience academic success. This will involve intensive individual and group work.

Mr. T. Trout

Psychologist

Profiles of Test Results

Score	Capsule Behavioral Descriptive Terms
1. WISC, Full Scale, 74	Fred functions intellectually in the borderline retarded range. His potential for school success is substantially below that of his age mates.
Verbal Scale Score, 75	He does equally well intellectually whether he performs verbally or with his hands.
Subtest Breakdown: All tests significantly below the mean except Information and Vocabulary	Fred performs consistently at a low range intellectually across a wide variety of tasks with two exceptions. He demonstrated a near average vocabulary and fund of general information.
2. Wide Range Achievement Test	Fred can print his name, identify the letters of the alphabet, and name several two and three letter words.
Reading 1.8	
Spelling 2.7	Fred spells some three and four letter words correctly when they are dictated orally.
Arithmetic 2.1	Can count to at least 18. Answers questions using the concept of "more" correctly. Does simple addition and some

		subtraction with one and two digit numbers. Can not carry or borrow.
3.	Gray Oral Reading Test	Reads short parapraphs at the 1st and 2nd grade level with many mistakes. Leaves out words and grossly mispronounces other words.
4.	Bender-Gestalt Age Norm 9.2	Visual-motor skills as tapped by drawing geometric shapes are two years below age level.
5.	Draw-A-Person Indicates poor self-concept	Drew a very small unhappy-looking person in one corner of the page.
6.	Tasks of Emotional Development: Below age level resolution of 4 basic tasks	Compared to other children his age, Fred's responses are emotionally immature.